2: Lorimer T-3 (1920-4; 1934-5) 1839 AV7 Burusho AV7

574 the twenty, whose great-grandchildren were present in the
538 room, a fine old greybeard, active and handsome still despite his years, set out to tell us his memories of the siege of Chitral and Kelly's famous march to its relief, in which he himself had taken part. That was only four or five years after "the downfall of Hunza," as he phrased it, but numbers of Hunza men enlisted in the British relieving force. (Another neighbour of ours in No. 6 was also one of Kelly's volunteers.) He showed me the sword he had carried and the handsome muzzle-loader with its forked rest, both carefully greased and kept in good condition as befits heirlooms of the kind. He discoursed with a tinge of unconcealed regret on the olden days when men were men and fighting was toward, "though of course peace is best," he added with incomplete conviction in his voice. The others broke in with questions, and led him on to talk of this episode and that, rehearsed no doubt many a time before, and to cap the tale he proudly put his finger through his jaw and out under his ear tracing the path of a Chitrali bullet. This honourable wound he wore more proudly than his medal, though this also was displayed with pride.

While he talked away with ease and modesty even the little children listened with intelligent attention, and you could easily picture them in years to come telling their great-grandchildren: "My great-grandfather used to say . . ." Their tastes uncorrupted by the sensational gossip of the daily press and the melodramatic improbabilities of the screen, their memories not undermined by second-hand book learning, these humble Hunza folk are immensely better educated than the products of our costly schools; not one of them but can tell you all the details of his own lineage for eight or nine generations back on either side. Outside Debrettites, how many of us British folk can do as much?

793 A youngster who has a taste that way or who covets the
874 position of a priest in the future, can easily learn to read and write a little Persian and Urdu at the feet of one of the local
[212] khalifas. Burushaski has no script and is never written; nor would it carry anywhere outside the Hunza and Yasin valleys if it were. If he is more ambitious of letters, he can foot the four

2: Lorimer T-3 (1920-4; 1934-5) 1939 AV7 Burusho AV7

miles daily to Báltít, as Yaman and a couple of our other young friends did, and attend the Government-supported school with the sons and grandsons of the Mir and the Wazir. Promising children of the more well-to-do can attend a more advanced school at Gilgit, and the really studious may even make their way down to Srinagar.

Ninety-nine per cent of the population, however, happily still remain illiterate, and have not fallen victims to compulsory education. When the people would question me about conditions in England, they were horrified to learn of such things as rates and income-tax, but even more aghast at the tyranny that compels both boys and girls to spend the years from five to fourteen at school. "But that's the time when they ought to be *learning things*," they said.

When my pleasant evening "By the Lamp" was ended and I had said good-bye, cautiously descended the ladder and mounted my waiting horse, I was shocked to see my host accompanying us carrying a tray of food. I had expressly stipulated that I would only accept his kind invitation on condition of not being laden with food gifts to take home. To my protests Kalbi said: "Yes, yes, Mother dear, it's all right. I'm not forgetting. I'm only taking up his supper to the sweeper."

With honourable simplicity the Hunzukuts abide by the fundamentals of Islam as they understand them. They may not be strong on ostentatious prayer and fasting, they rack their brains over no theological subtleties, but a Believer is a man and a brother, be he a Kashmiri, be he twenty times a sweeper. Here was a man of substance, a Levy, a grandfather, a much respected citizen in his small community, climbing a mile uphill to carry with his own hands a share of the evening's feast to his absentee guest. That the man was absent was no doubt a tactful concession to any caste-prejudice with which India might have infected me.

The boys lighten the monotony of the indoor weeks of the Great Cold by occasionally dashing out for a hasty game of foot polo or tipcat with their friends or keeping themselves warm with *mindak* matches. Such young men as are real dance

3: Lorimer L-3 (1929-4; 1934-5) 1935 AV7 Burusho AV7

192 177 674 A third point of contact is provided by the Schools attended by a very limited number of boys chiefly of the upper classes. Elementary instruction in reading and writing Hindustani in the Arabic script is obtainable in Baltit and Nagir. A small number of boys proceed to the Anglo-Vernacular Middle School in Gilgit, where they learn Urdu and Persian, and can make a beginning on English up to the VIIIth. Standard. A few of the sons of the *dāda* now go for two or three years to the State College in Srinagar, where they can carry their studies to the point of passing the B. A. examination in English. But as yet there are no Burusho B. A.'s.

177 From all these encounters people return to their homes, temporarily or for good, bringing with them some degree of linguistic acquirement, and an enlarged, not necessarily improved, view of life. A few in recent times have brought with them some foreign accomplishment, tailoring, clothes-washing or, petty trading and shopkeeping.

177 192 One great source of extraneous culture remains to be mentioned: the Islamic Tradition, which carries with it many kinds of lore and knowledge not directly religious. What exactly it connotes in any given case would be a complicated subject of research, on which I have made no attempt to embark, but it is probable that what Ismailism has brought to Hunza does not exactly tally with what Shiahism has brought to Nagir. What comes in the way of doctrine, history, legend and language (Arabic terms) directly through mullahs and religious teachers, where they exist, and what is transmitted by the ordinary intercourse of Muslims of all nationalities and in all places? It is by the latter route presumably that folk tales such as Texts I, II and III have found their way into Hunza and Nagir. I think it may also be assumed that the bulk of Arabic words current in Burushaski have been acquired through the medium of Persian and Hindustani, or have filtered through Shina.

ccc The people of Yasin have had less numerous external contacts than those of Hunza and Nagir. They have also, I think, sent

7:Tobe C, T-3 (1959)1960 AV7 Burusho AV7
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to the average little red school house in the West. The one in Baltit was quite a bit better and as good as any of our schools of 25 years ago . . . which I would say was mighty fine going for a far off place like Hunza.

Then I asked the Mir what had happened to John Clark's woodworking school and he told me, with calm deliberation, that he knew and felt that Mr. Clark was an earnest, honest man with the best of intentions. . . . "But, how could he," went on the Mir, "hope to improve the economy of our little country by means of a woodworking school and the training of our men in woodcraft when we do not have the required wood? We can't cut down our apricot trees, which are our very life, in order to get wood to use in making things that we could export to the United States!"

Then I recalled from Mr. Clark's book that he did have great difficulty in locating suitable lumber for his school.

From what I have read and learned on the scene about Clark's work, I know he was a man of high caliber and integrity and did a mighty good job with the boys, but for some strange reason there is an unusual silence about his work and his efforts. I could neither understand nor explain it. I'm still trying to get the true impression of the people concerning this matter.

At this point I want to emphasize that I am not seeking to pick a battle with anyone, but from my travels back and forth and around the Hunzan territory, it is fantastic to believe that there could ever be sufficient timber to make it worthwhile to run a woodworking school, especially to make woodcraft for export purposes.

Stonecraft, yes—for stones, even including some of the more precious and rare types, could without doubt be found in Hunza or at least in the mountains close

874 by. And if they were taught to make useful jewels and
177 do other types of work with rock, then they would have
322 something, because the supply is absolutely unlimited.
114 I agree wholeheartedly with the Mir that the thought of making a worthwhile contribution to the people of Hunza by opening a woodcraft school is utter nonsense.